

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a service/office/program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each area reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic (every five years) comprehensive review that shows evidence of improve

B. STAFFING PROFILE

1. In the table indicate the number in terms of FTE. For instance, 1 full-time staff person is 1.0, and a half-time person is .5 .

Positions	2011-12	2012-13	2013-2014
Management, Supervisors			
Classified Staff			
Classified Staff- Part-time			
Faculty Staff			
Faculty Part-time			
Student Workers			
Professional Experts			
Total Full Time equivalent Staff			

2. What staffing factors /challenges have influenced the effectiveness of the service/ office/ program?

[Begin response here]

C. SERVICE / OFFICE / PROGRAM GOALS

1. List and describe service/ office/ program goals for the next comprehensive review cycle Fall 2014 through Fall 2018 . Be sure to highlight innovative, unique, or other especially noteworthy aspects.

A new mission and vision is currently before the board for approval in February. In considering your services/ offices/ programs future goals, please review the proposed new mission and vision statements.

VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

[List and describe service/ office/ program goals here]

1)

2)

3)

4)

5)

This section must be completed for ALL services/offices/non-instructional programs, including those scheduled for a comprehensive review in spring 2014.

A. DATA & TRENDS

1. Provide available data and information that define target recipients of the service/office/non-instructional program, including numbers /size, types and characteristics/needs of current and potential users, students, clients, and/or other relevant populations. List the sources of this data and information.

A large portion of Hartnell College's students are first generation college students from low income families where English is often not the primary language (Hartnell College data, 2010). The College has several programs that support underrepresented and disadvantaged youth (such as Extended Opportunity Programs and Services), but

i. Flexible Scheduling

Student and staff evaluations are used to gather formative feedback on services and unmet needs, as well as ways to improve the program. Quantitative and qualitative data is gathered at the completion of EVERY activity, function and event provided by the H.E.P. Measures used for data collection include: regular system of phone contact and mail correspondence (at least once per month); class, tutorial, and field trip evaluations; pre and post -test scores; provision of targeted instruction; monitoring academic progress; exit survey; student demographic data; personal history data; program participation data and evaluation; outcome data; and general student contact data.

All GED/basic skills instruction is monitored to make certain that all course work is properly aligned to State of California GED requirements; courses are offered in a variety of locations and schedules to improve student access and success. The H.E.P. conducts regular assessment of its service area's effectiveness in order to remain relevant and accessible for the migrant, seasonal farm working student.

The majority of our students are Spanish speaking and under the age of 30. The project utilizes an online database collection and management system, Service Track, and collects data on 100% of program participants.

CHALLENGING ISSUES:

- a. Since the H.E.P. grant falls under the umbrella of secondary education in the U.S. Department of Education, all qualifying students have a right to a high school degree or equivalent credential. However, this makes it difficult when it comes to postsecondary education placement. Due to students' immigration status, the H.E.P. is often unable to assist with financial aid. Although Deferred Action went into effect in 2013, it is only for those under 31-years of age. Furthermore, many do not meet the requirements to be considered AB540. Paying out of state tuition proves an insurmountable barrier for the low income farm working population we serve.
- b. Given that program participants are technically not Hartnell students while in the H.E.P., it is a challenge incorporating them into the college community (i.e. they do not have ID cards and cannot access school computers, library books, etc.). Conversely, the Hartnell community also struggles with engaging these high school equivalent students on their campuses.
- c. The Hartnell HEP uses an admissions model similar to that of UC Berkeley's comprehensive review which includes an assessment, a written sample and a personal interview. Through statistical analysis of HEP completers we developed a cutoff score for our pre-test. Of those that take the pretest, 25-30% were routinely deemed HEP ready. With the adoption of common core standards and changes to HSE examinations we must identify a new assessment tool and cutoff score. This process may take a few semesters to be done effectively. One thing is certain, the new exams are more rigorous thus we will need to identify better prepared students in order to continue to see the same level of success.
- d. Although we enrolled students in Spring of 2014, 0 were deemed ready to take official exams by using the new practice tests provided by both GED and the HiSET. This means that we may need to prepare students for a full year

instead of one semester. If we are to serve 125 students per year, it would be necessary to enroll 125 students in Fall 2014. This would require that we run 3-4 HEP classes concurrently. Budgetary and space constraints make this a difficult task.

3. Provide any other relevant data and describe any other relevant qualitative factors that affect service/program provision, office functioning, and the evaluation of the service/office/non-instructional program. List the sources of this data and information.

The instructional challenges posed by the new HSE exams, coupled with the slow process of state adoption and availability of alternate exams in local testing centers, may force HEP to underserve in AY2014-2015.

B. SERVICE/PROGRAM MODALITY

1. Describe the different physical locations (campuses, sites, etc.) at which, the various delivery vehicles (phone, online, face-to-face, etc.) through which, and the times (of day, evening, week, etc.) at which the service/program is provided to intended recipients. Consider staffing and other resources available to serve user needs for each location, vehicle, and time specified.

The Hartnell HEP operates under a cohort model, on a semester basis and aligns with Hartnell College's academic calendar. We conduct an admissions process prior to each semester to identify qualified students who are subsequently enrolled. Our service area extends from as far south as King City, with Watsonville serving as our northern most point. Although we have provided services in other locations (King City/Watsonville) in 2013-2014 we focused our services entirely in Salinas as it is the area where the vast majority of our students reside.

Each semester we offer direct instruction Monday -Thursday at two times, 9am -12pm and 6pm -9pm.

led by a professional expert . This would allow us to admit new students at the onset of each module , increasing the possibility of serving 125 students in AY 2014 -2015 .

2. Compare service /program quality provided across locations, vehicles, and times . Are there differences? To what do you ascribe the differences in your service/program ? Discuss any other relevant factors regarding diverse service/program modalities and environments .

List Service Area Outcome(s) scheduled for assessment as previously specified	What changes have occurred in the service/office/ program as a result of dialogue?	Was a Service Area Outcome Assessment Summary completed (if expected)?
<p>A minimum of 125 HEP eligible students will enroll each year</p> <p>At least 70% of program participants/students will successfully complete the H.E.P and attain a GED</p>	<p>Recruitment efforts have been refocused and expanded to yield a higher % of HEP ready students</p> <p>A study guide has been created to aid in prospective student preparation and appropriate referrals . Admissions process continues to be refined. Direct instruction, counseling, and other services are tailored to meet student needs</p>	<p>Outcome Met</p> <p>147HEP Enrolled students in 2013-2014</p>

will successfully complete the H.E.P and attain a HSE	(# enrolled Persisters)
At least 80% of H.E.P. graduates will enter higher education and/or enroll in an occupational/certificated program, or secure a career position	% of graduates for whom we have proof of placement on file. Formula: $\frac{\# \text{ of placement on file}}{\# \text{ of graduates}}$

2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program ?

The H.E.P. successfully recruited and enrolled the required number of students this year (126 students in GY11 -12, 157 students in GY12 -13 and 147 students in GY 13 - 14). The online database contains the names and contact

- a) Quantitative performance feedback data includes assessment results; enrollment data; course persistence and performance; retention data; and completion/graduation/transfer data.
- b) Qualitative performance feedback data is provided by all participants, students, faculty, project staff, partners, and parents through ongoing and variety of methods. These methods include one-on-one meetings, group meetings, valid survey instruments, and self-evaluation forms.

All formative project data is regularly reviewed and assessed by the project evaluation team (with support from the external evaluator) who monitors the project progress and makes adjustments when indicated by performance feedback.

Although we currently evaluate all field trips and workshops, we primarily collect perception data (what is the individual's perception in regards to the usefulness and quality of the service rendered). I would like to see pre and post assessments developed for all workshops in order to accurately and concisely demonstrate growth in attitude, skills, and knowledge. Moreover, more Likert scale questions should be added to instructional services and counseling services evaluation in order to quantify levels of satisfaction with these services.

D. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection foc

This section must be completed for ALL services/offices/non-instructional

			will possess an understanding of possible career paths that align with their personal interests and characteristics.	incurred	Counselor		
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3.
 Implementation of student needs assessment
 1A
 2A
 2B

HEP counselor will develop and facilitate educational and

							addition to the content area knowledge necessary to be successful on the HSE exams.
5.	Attend 1 st HiSET Conference	1A 2A 2B 5A	Develop a deeper understanding of new HiSET exam in order to improve curriculum and instruction	Conference Registration Cost: TBA Travel/Lodging Cost: Approximately \$3,000	Isaura Arreguin, HEP Admin. Assistant Eric Becerra, HEP Director	Dec 14 th 2014	It is important that we become familiar with the new HiSET exam as it seems to better

- HEP Counselor will assist graduates in the completion and submission of

*** Please complete this page for each new activity.

4. This item is used to describe how the new activity, or continuing new activity, will support the service/office/program .

Consider:

- Faculty
- Other staffing
- Facilities
- Equipment (non -expendable, greater than \$5,000), supplies (expendable, valued at less than \$5,000),
- Software
- Hardware
- Outside services
- Training
- Travel
- Library materials
- Science laboratory materials

- Describe the new activity or follow -on activity that this resource will support.

Activity 3: Administer student needs assessment

- Describe how this activity supports any of the following:
 - 11) Service Area Outcome
 - 12) Program level Outcome
 - 13) Course level Outcome
 - 14) Service/Program Goal
 - 15) Strategic Priority Goal

By administering a student needs assessment for each incoming cohort we will develop an understanding of their particular needs. HEP counselor will then develop workshops addressing the identified areas of need thus empowering students to eliminate barriers to academic and career success. This impacts SAO 2: At least 70% of program participants/students will successfully complete the HEP and attain a HSE, and SAO 3: At least 80% of H.E.P. graduates will enter higher education and/or enroll in an occ

- What measureable outcomes are expected from this activity? List indicators of success.
- Record of needs assessment
- Record of needs assessment results
- Activity Summary report for Workshop
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*** Please complete this page for each new activity.

5. This item is used to describe how the new activity, or continuing new activity, will support the service/office/program .

Consider:

- Faculty
- Other staffing
- Facilities
-

Please complete this page for each new activity. ***

6. This item is used to describe how the new activity, or continuing new activity, will support the service/office/program .

Consider:

- Faculty
 - Other staffing
 - Facilities
 - Equipment (non -expendable, greater than \$5,000), supplies (expendable, valued at less than \$5,000),
 - Software
 - Hardware
 - Outside services
 - Training
 - Travel
 - Library materials
 - Science laboratory materials
- Describe the new activity or follow -on activity that this resource will support.

Activity 5: Attend first ever HiSET conference.

- Describe how this activity supports any of the following:
 - 21) Service Area Outcome
 - 22) Program level Outcome
 - 23) Course level Outcome
 - 24) Service/Program Goal
 - 25) Strategic Priority Goal

Attending the first ever HiSET conference is instrumental in order to stay abreast of the latest and most relevant developments in regards to the newly adopted HSE exam. The HiSET has been determined by the California HEP Consortium to be the most appropriate HSE exam for our migrant population. The Salinas adult school has agreed to make this exam available locally as soon as California

- Share all major developments and pertinent information with major stakeholders including HEP Staff
- Make necessary adjustments to HEP admissions process and curriculum to reflect best practices.
- What measureable outcomes are expected from this activity? List indicators of success.
 - GPRA 1: Graduate at least 70% of HEP enrolled students
- What are the barriers to achieving success in this activity?

The greatest barrier for this activity is financial. This conference represents an expense of an approximate \$3,000 on top of the cost of attending the yearly HEP Directors conference, and National HEP Conference

B. RESOURCE REQUESTS

If new/additional resources are needed for your service/office/program , it is important that you

APPENDIX A . Strategic Priorities & Goals (from Hartnell College Strategic Plan 2013 -2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities with seamless pathways to all of the colleges present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees;

